

# Worksheet for Determining Participation in the Alternate Curriculum and Assessment

Prior to determining if the alternate curriculum is appropriate for a student with a significant cognitive disability, the admission, review and dismissal (ARD) / Individualized Education Program (IEP) committee must understand the characteristics of the disability that warrants participation in the alternate curriculum and the potential future implications of this decision.

In order for the alternate curriculum to be considered the ARD/IEP committee must review these four criteria. To be eligible to participate in the alternate curriculum, **the answer to all four questions must be "Yes"**. If the answer to any of the questions is "No", review additional data including progress made towards IEP goals, classroom work samples and additional information from the student's Full and Individual Evaluation (FIE) to determine if accessing the alternate curriculum is appropriate and necessary for the student.

Decisions regarding participation in the alternate curriculum or transitioning from the alternate curriculum to a standard curriculum is an ARD/IEP committee decision and should be made when it is in the best interest of the student.

## THE STUDENT:

<b>Exhibits a Full Scale IQ (FSIQ) and two areas of Adaptive Behavior below 60.</b>	Yes	No
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*Look at most recent FIE.*

*Note: The FSIQ threshold of near 70 or below is used for determining Intellectual Disability. Students with significant cognitive disability typically have an FSIQ below 60.*

<b>Requires supports to access the general curriculum in a variety of settings that may include assistance involving communication, response style, physical access, or daily living skills.</b>	Yes	No
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*Look at most recent FIE, Present Levels of Academic Achievement and Functional Performance (PLAAFP), IEP goals and objectives .*

<b>Demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks.</b>	Yes	No
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*Look at teacher observations and current classroom work products.*

<b>Demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student's abilities and needs.</b>	Yes	No
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*Look at IEP goals and objectives.*